

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           Received            Texas Education Agency            2014 MAY -9 PM 12:02            Document Control Center         </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
<b>Submittal Information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>							
Organization name			County-District #		Campus name/#		Amendment #
Atlanta ISD			034901		042, 106, 107		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
		8		04		055570733	
Mailing address					City		State
106 West Main					Atlanta		TX
							ZIP Code
							75551
<b>Primary Contact</b>							
First name		M.I.	Last name			Title	
Marilyn			Cobb			Assistant Supt. Finance	
Telephone #		Email address			FAX #		
903-796-4194		mcobb@atlisd.net			903-799-1004		
<b>Secondary Contact</b>							
First name		M.I.	Last name			Title	
Mary			Dowd			Assistant Supt. Instruction	
Telephone #		Email address			FAX #		
903-796-4194		mdowd@atlisd.net			903-799-1004		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

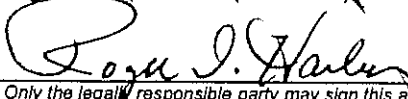
**Authorized Official:**

First name	M.I.	Last name	Title
Roger		Hailey	Superintendent
Telephone #		Email address	FAX #
903-796-4194		mcobb@atlisd.net	903-799-1004

Signature (blue ink preferred),

Date signed

5/8/14

  
 Only the legally responsible party may sign this application.

701-14-107-038

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Atlanta ISD is passionate about mobile learning because we embrace that fact that learning occurs everywhere...in a classroom, at the dining room table, on a bus, in front of a science exhibit, at the zoo...anywhere! Our students do not just want mobile learning, they need it. In 2001, Marc Prensky warned, "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach." He went on to describe how these "digital natives" are being exposed to more gadgets and technology than was ever thought possible. This is having a profound effect on the many ways these digital natives learn. They are more engaged in learning when using the latest technological gadgets, because interacting with technology is a way of life for them. (*Mobile Learning Technologies for 21st Century Classrooms*, Wylie, 2014.)

***Campus and community overview***

For the past six years, AISD has provided a 1:1 technology program for all students and teachers in grades seven through twelve. This initiative was launched by the Vision 2020 grants provided by Title II-D. We began with our eighth and ninth grade students and the following year we included the tenth and eleventh grades. To complete our project, funding was provided by the American Reinvestment and Recovery Act and Title I for students in grades twelve and seven. All teachers in the district also participate in 1:1 and are issued laptops and trained in technology integration using combined federal, state, and local funds. Since then, local funding continues to sustain the project while our students have flourished using the latest technology both at home and at school. We are proud of the success of our program, which cannot be matched anywhere in our area of rural northeast Texas. Our secondary students have 1:1 access to laptops and tablet computers that rival even the wealthiest schools despite the poor economic conditions here. Support for these efforts and sustainability of them has been strong. The AISD board of trustees and administration, teachers, parents, and community members, are all strong advocates of these efforts. All stakeholders know that in the 21<sup>st</sup> century, our students' college and career readiness depends on their ability to use and gain information using technology.

AISD has a very diverse population with many families living in generational poverty. We are located in the piney woods of extreme northeast Texas, in the corner of the state bordering Louisiana and Arkansas, where timber is the largest industry. Atlanta is a town of about 5,500 in population and is 25 miles south of Texarkana, the largest nearby city. Our school district covers over 250 square miles in area and most of our students live in rural areas with long bus rides. The median household income in Atlanta is 16.5% less than the Texas average and 25.9% less than the national average, according to [www.areavibes.com](http://www.areavibes.com). Economically disadvantaged statistics for 2011-12 for our three campuses participating in the lending grant are Atlanta Middle School 51.6%, Atlanta Elementary 60.5% and Atlanta Primary 76.3%. Combined economically disadvantaged rates for the current year for the grade levels included in the technology lending project is 58.2%. Districtwide demographic information shows that our students are 58% white, 34% African American, 7% Hispanic and 1% other ethnicities. Many of our students are being raised by grandparents or other relatives because their parents are working out of town, incarcerated or otherwise unable to care for their children. Projected enrollment for 2014-15 shows that six percent of students participating in the lending program in AISD are considered homeless according to the federal McKinney-Vento definition.

***Needs Assessment***

A study of needs in AISD revealed a large gap in student achievement between African American and white students in grades one through six. In addition, more project-based learning using technology needs to occur in elementary and early middle school years in order to gain skills needed to prepare for secondary school success. Students in grades one through six have very little opportunity for access to portable computing devices because our focus has been on secondary grades in our 1:1 projects. The campuses with the greatest need for mobile technology devices at this time are Atlanta Middle School (grades five and six), Atlanta Elementary School (grades two through four), and Atlanta Primary School (grade one). Teachers in grades one through six need more professional development in the integration of technology into instruction, according to our Campus STaR Charts and surveys of teachers. Finally, parents and families of economically disadvantaged students need to be more involved in learning in order for these students to break the cycle of poverty and realize the possibilities for the future for themselves and their children.

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**Management Plan**

This project will allow Atlanta ISD to extend learning in grades one through six beyond the four walls of the classroom. It's important to understand that the device itself isn't the innovation. Good curriculum has to be rethought, not simply transferred, and more creatively redesigned. AISD will leverage existing mobile devices in grades one through six along with devices provided by this grant to allow more access in these critical grade levels and where technology is most needed. Both in school and out of school use of the devices will be encouraged. Teachers will use classroom sets of the devices to research and teach content of core curriculum areas. In the AISD Technology Lending Program, our libraries will serve as the check-out and check-in point for each campus with procedures that have been developed and tested over several years to ensure the safety and proper use of equipment. In our district, libraries are much more than old fashioned places to check out books. As our schools have increasingly incorporated digital technologies and strategies in classrooms, school libraries have changed too, becoming hubs of communication, research, and technology-enabled teaching and learning. They are the technology training centers, help desks for teachers and students, and the place for 21<sup>st</sup> century learning in AISD.

Internet safety, inventory, and maintenance of the devices will be handled by AISD's technology department, which has successfully managed our 1:1 projects to date. Teachers in the project will receive high-quality, job-embedded professional development in technology integration before December 31, 2014. These opportunities will be ongoing, with multiple avenues for teachers to learn to use technology and be supported in the classroom. Management of the lending program will be handled by educators with extensive technology integration experience.

Families of economically disadvantaged students will be involved with technology-based instruction in coordination with AISD's 21<sup>st</sup> Century Learning Centers Afterschool program (ACE). By reaching out to them, we will ensure that technology access is available at every level of the educational system. Our family engagement goals through the Technology Lending Program will be:

- To transform the role and status of homework and extend opportunities for learning
- To transfer work between home and school, and to access learning platforms anywhere, anytime
- To improve communication between school and home
- To improve attainment through increased parental engagement

Technology in AISD is a family affair! Our parents are crucial stakeholders because we want to train them to reinforce the media literacy educational messages at home and form a powerful partnership for helping our students become responsible and effective cybercitizens.

**Evaluation, continuous improvement and sustainability**

Key to the success of our program will be the collection and disaggregation of pertinent qualitative and quantitative data. Data will drive our decisions concerning technology use, benefits for students and professional development for teachers. Skills of our students and teachers will be continuously assessed and measured using multiple methods, such as the *DMAC Solutions* program for student assessment and curriculum. Technology usage will be assessed through surveys and check out records. Parental and family involvement will be evaluated continually through participation, surveys and informal methods. Regular meetings with stakeholders will ensure success, just as we have done with our 1:1 initiatives. The lending program will be sustained when it is valued by teachers, parents and students because in AISD, we want learning to be technology-infused. Digital learning will be who we are, what we're about and what our students can do.

**Conclusion**

The world is changing. The students we serve have different needs and expectations, and education must adapt or risk becoming obsolete. Mobile devices can help schools move past a dated industrial era model of education and into a digital age in which students learn using multiple platforms. Don Knezek, CEO of the International Society for Technology in Education (ISTE), predicts that every student who doesn't have access to a digital learning device in the next five years will be viewed as deprived because technology will explode within the next decade. It is our belief that the technology lending program will help to meet this need. Mobile learning is an exciting opportunity for educators, but in many ways we are simply scratching the surface of all that can be achieved with its potential. Prensky's research revealed this in 2001. In AISD we have made some strides, but unfortunately, thirteen years later we have still not achieved the level of technology use Prensky describes. With proper training, and time to explore these high-tech educational tools, teachers in grades one through six will be able to make rapid gains in instruction with mobile technology, and will be able to support and instruct in the use of such devices in the classroom on a regular basis. Now is the time to act. Our digital natives are counting on us.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 034901				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200		\$		
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$98,306	\$	\$98,306	
Total direct costs:			\$98,306	\$	\$98,306	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$98,306	\$	\$98,306	
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$98,306	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,746	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:		
	<input type="checkbox"/> Salaries/benefits		<input checked="" type="checkbox"/> Other: Internet Access Fees
	<input type="checkbox"/> Networking (LAN)		<input type="checkbox"/> Other:
	<input type="checkbox"/> Computer/office equipment lease		<input type="checkbox"/> Other:
	<input type="checkbox"/> Building use		<input type="checkbox"/> Other:
	<input type="checkbox"/> Copier/duplication services		<input type="checkbox"/> Other:
	<input type="checkbox"/> Telephone		<input type="checkbox"/> Other:
	<input type="checkbox"/> Administrative		<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total			

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)								
County-District Number or Vendor ID: 034901				Amendment number (for amendments only):				
Expense Item Description								
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost			
	1				\$	\$		
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 034901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Tablet computers (160) with syncing/charging carts (6), cases (160) and required laptops for each cart 6)	6 sets	\$16,384.33	\$98,306	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	
<b>Grand total:</b>				<b>\$98,306</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>761</b>	
Category	Number	Percentage	Category	Percentage
African American	254	N/A	Attendance rate	96.7%
Hispanic	67	N/A	Annual dropout rate (Gr 9-12)	1.4%
White	437	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	3	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	443	58.2%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	19	2.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	27	3.5%	Average ACT score (number value, not a percentage)	N/A

**Comments**

Enrollment and student demographics above are from the 2013-14 Fall PEIMS submission. Students to be served with grant funds, below, are estimates for 2014-15 enrollment.

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			113	141	121	110	124	126							735
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>			113	141	121	110	124	126							735

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A **needs assessment** is necessary to identify and address "gaps" between current conditions and desired conditions or "wants." The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

For Atlanta ISD the needs assessment is a vital and necessary part of the planning process, often used for improvement in school efforts. It is used as an effective tool to clarify problems and identify appropriate interventions or solutions. The district site-based decision-making committee, which is comprised of campus and district administration, teachers, parents and community members, conducted the needs assessment. Through the study of the most current data and the collection of suggestions, the committee identified the needs and priorities for the project. Data sources included:

- STAAR reports disaggregated by grade levels, subject areas, demographics and trends across years
- Attendance reports
- Discipline reports
- Soft data from observations or concerns by the committee
- Campus STAAR charts
- Parent, student and community surveys
- Teacher surveys
- Technology and digital content inventories

These data sources revealed the following about technology and its use in AISD:

- With past efforts and grant funding, technology at the middle and high schools (grades seven through twelve) has been provided in a very successful 1:1 environment. Seventh and eighth graders have tablet computers and high school students have laptops. All teachers in AISD have 1:1 or 1:2 mobile devices.
- Use of technology in the secondary grades is very high and the community views the continuation of technology use as **very important** for college and career readiness for all grade levels.
- Grades one through six currently have insufficient mobile technology devices to implement a lending program.
- Ratios of tablet computers to students in these grades are 4:1 at AMS, 7:1 at AES, and 4:1 at APS.
- Funds from the Instructional Material Allotment, other grants or local sources are not available at this time to implement a lending program.
- Teachers in grades one through six continually request more technology devices for instructional use.
- Students surveyed in grades seven through twelve revealed that 24% do not have home Internet access because it is not available where they live or it is not affordable.
- Teachers in grades one through six need more professional development in order to fully integrate technology into instruction.
- Parents need to be more involved in their children's technology use and also need training.
- Infrastructure for technology in AISD is adequate to support a technology lending program.

In order to be most effective in communication, weekly district-level leadership team meetings are held. The leadership team is comprised of district and campus level administrators and all program directors. The leadership team prioritized the needs identified by the committee. Since past funding has been targeted toward secondary students the leadership team has determined that in order to build on our past successes in secondary we should provide more mobile technology opportunities in grades one through six and leverage our existing assets to create a lending program. Also, the leadership team found that the provision of adequate **mobile technology in grades one through six is the priority**. Along with the provision of the technology, **teachers must receive adequate training** to assure that the technology is used to deliver content and processes.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	African American students in grades 1-6 are scoring an average of 20% lower than white students in the area of math and 25% lower in reading. The gap in achievement between these two groups needs to be decreased by 10% on the STAAR, TPRI and Sharon Wells' Math Assessment.	With the provision of carts of tablet computers, students will be involved in more project-based learning and will have access to content-related apps. With access to these tools, students will be provided with state-of-the-art instructional resources that increase the rigor of the lesson and increase student engagement in the learning environment resulting in a decreased gap in achievement.
2.	To emphasize college and career readiness at an earlier age, students in grades 1 – 6 need to be involved in project-based learning with authentic content, authentic assessment and teacher facilitation that will increase student engagement in the classroom.	With common planning times and staff development days, teachers will collaborate to design and implement more project-based lessons. Teachers will attend trainings on project-based learning and will be involved in book studies to help direct them to transform their teaching.
3.	AISD has been able to provide a 1:1 environment for students in grades seven through twelve. However, little technology has been provided for grades one through six outside of computer labs where students have access only twice each week for a limited amount of time.	With carts of portable handheld tablets, teachers will have access to personal technology devices that can be utilized for the length of a unit of study. Students will also be able to check out the tablets for projects at home.
4.	Because the 1:1 initiative has impacted only grades seven through twelve, teachers in grades one through six have had very little training in the use of technology. Campus STaR charts show that Educator Preparation is rated "Developing Tech." With the implementation of a new technology initiative, teachers need assistance in reaching "Target Tech."	Professional development will be provided to teachers in grades one through six in the integration of technology into teaching of the foundation curriculum. Local funds will be used to provide this training before December 31, 2014.
5.	With 58% of families economically disadvantaged and living in rural areas, many of our parents have little or no access to technology at home. Parental involvement needs to be increased in order to provide our students with a strong connection between home and school.	Through the combined efforts of the 21 <sup>st</sup> Century Learning Centers Afterschool Program currently operated by AISD and the Technology Lending Program, parents will be provided adult education classes in the use of portable handheld tablets, email, Google searches and apps.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Manager	Grant manager will be the AISD Assistant Superintendent for Curriculum, who holds a Master's Degree in Educational Administration, Texas Superintendent's and Principal's Certifications and has over 20 years' experience in instructional leadership roles. She has extensive understanding and expertise in curriculum and instructional development with the knowledge of and ability to interpret student assessment data and technology integration.
2.	Grant Data Specialist	Grant data specialist is the Director of the Learning Resource Centers in AISD, who holds a Master of Science degree with certifications in library management, technology specialist and has served as project director for three grants for AISD. She provides extensive technology training at all campuses and her office serves as the help desk for the technology devices already in place within the district.
3.	Technology Director	The AISD Director of Technology holds a Bachelor of Science in Network and Communications Management. He supervises the technology support and integration staff and designs and implements the district wide technology plan. He administers and designs the district wide servers, networks and technology infrastructure. He also implements and manages AISD's 1:1 projects for grades seven through twelve.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Decrease the achievement gap between African-American and white students	1. Benchmarking in foundation curriculum areas	11/15/2014	05/31/2016
		2. Increased participation in ACE afterschool program	09/05/2014	08/31/2016
		3. Frequent monitoring of student achievement	09/01/2014	08/31/2016
		4.		
		5.		
2.	Prepare students for college and career readiness	1. Involve more students in project-based learning	09/01/2014	08/31/2016
		2.		
		3.		
3.	Increase the number of students who have access to technology	1. Students in grades 1 through 6 will have access to portable handheld tablet computers	09/01/2014	08/31/2016
		2. Lessons plans will include more project-based learning	09/01/2014	08/31/2016
		3.		
		4.		
4.	Provide training for teachers in grades 1-6	1. 100% of teachers in grades 1 – 6 will participate in technology integration training provided by external and internal technology integration experts	08/25/2014	12/31/2014
		2.		
		3.		
5.	Train parents in the use of technology involving parents in the education of our students	1. In conjunction with 21 <sup>st</sup> CCLC Afterschool ACE program, provide at least four parent trainings during each school year	10/14/2014	05/31/2016
		2.		
		3.		
		4.		
		5.		

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In their book *The Power of SMART Goals*, Anne Conzemius and Jan O'Neill described how to transform schools into places where every student is meeting and exceeding standards by shifting thinking to a focus on results. In AISD we have implemented their philosophy of SMART (Strategic and Specific, Measurable, Attainable, Results-based and Time-bound) goal setting. Before educators can embrace SMART goals, however, they must first focus their thinking on results. Atlanta ISD employs this process in setting and monitoring the attainment of goals and objectives. We maintain a rigorous process to monitor the attainment of goals and objectives that encompasses district level, campus level and classroom level efforts. At the district level, goals and objectives drive the decisions regarding effective management of financial resources. At the campus level, goals and objectives drive programs, policies, and approaches to supporting student achievement. At the classroom and student level, goals impact the daily practice in the classroom, the TEKS-based instruction students receive, and the strategies teachers employ to improve student performance. The overarching goal in AISD is to ensure student success. We use student performance data to continually evaluate the effectiveness of our educational practices and to make more informed instructional decisions. Our monitoring plan prioritizes key areas of need that enables our staff to focus on teaching and learning and allows the examination of student work and student performance related to it. An effective tool for monitoring the attainment of goals and objectives is the district leadership team, which is made up of central office administrators, directors, and campus level principals. The leadership team meets weekly with the purpose of monitoring and identifying the needs of the district in the areas of academic achievement, technology, communications and climate. In addition, campus and district decision-making committees work to communicate with teachers, parents, and community and business leaders to ensure connection between AISD and every stakeholder. This communication is a useful and powerful prism through which everyone can see the totality of school improvement, goals, objectives and success. Because of continuous monitoring and effective communication, the entire AISD team can see with great clarity the significant and manifold implications of operative goal setting. Goal setting is far more than a component of improvement - it is the glue that holds AISD and our efforts together.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Despite the fact that Atlanta ISD is a small, rural, low wealth school district, we have a long history of supporting efforts to provide our students with technology skills needed for the 21<sup>st</sup> century. To continue to level the playing field for our students that are competing in college and careers with those from wealthier families and schools, AISD's board of trustees and administration made the commitment to **sustain with local funding** our 1:1 programs at Atlanta High School and Atlanta Middle School that began with grant funds. Currently in our seventh year of these programs, AISD has just replaced all of the original 1:1 devices with new laptops and tablets. These tools are an integral part of teaching and learning in AISD at the secondary levels as they will be in grades one through six with the Technology Lending Grant. Early intervention blended with technology as a tool is essential to making strides in closing the gaps between disadvantaged and non-disadvantaged students. Recently, a group of university researchers reported that "...a technology enhanced blended learning environment provided equal educational opportunities regardless of geographic locale," in the report *Technology Enhanced Learning Environment for Closing the Gap in Student Achievement Between Regions: Does it Work?* Including all of our campuses in this mission has been our goal from the beginning; however, state funding cuts from 2011 affected us deeply. This grant will allow AISD to expand on our commitment to integrate technology into instruction. State funds that are being restored in the future will provide the funding necessary for sustainability. Coordination of grant funds to maximize effectiveness has been a strong component of our 1:1 project from the beginning. Without coordination of Title I, E-Rate discounts, Title II-D, and state and local funds, we could not have achieved the outstanding level of technology use we have today. All participants will remain committed to the project through constant communication and feedback with all stakeholders. Technology showcases where students present project-based learning using technology, along with the everyday lessons that our students use for technology, both at home and at school, will remind all stakeholders of the necessity of keeping this commitment alive.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR results for grades 3-6 in reading and math TPRI and Wells' Math in grades 1-2	1.	Increased percentages in met standard
		2.	Decreased achievement gaps between white and African American students
		3.	Increased percentages in advanced level III
2.	Training agendas and sign-ins, teacher evaluations of training	1.	Increased numbers of teachers using technology on a daily basis
		2.	100% of teachers in grades 1-6 trained in technology integration
		3.	Increased numbers of teachers conducting technology training
3.	Teacher STaR Chart data and teacher surveys	1.	Increased numbers of teachers scoring "Target Tech" on Campus STaR
		2.	Increased use of technology in the classroom on a daily basis
		3.	Increased numbers of teacher demonstrating technology to their peers
4.	Parent sign-ins and parent surveys	1.	Four parent trainings held during each year 2014-15 and 2015-16
		2.	At least 50 parents will receive at least one training
		3.	
5.	Portable handheld tablet computer check-out rosters	1.	Used in classrooms by teachers every week
		2.	Increased use of technology in the classroom on a daily basis
		3.	100% of students in grades 1-6 will use the tablet for a lesson/unit/project

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The use of data is needed to support the creation, implementation, and continuous enhancement of high-quality learning resources in ways that improve student outcomes. In the past, data measured outcomes of learning. Today in AISD, data is more closely tied to the process of learning. New technologies have helped to transform education from a data-poor district to a data-rich enterprise. Data provides evidence for making sound decisions in our district because it is carefully analyzed and rigorously utilized. Data-driven decisions are made at each step of our continuous improvement process to successfully guide refinements. In order to assure that quality data will be collected for the technology lending project, the AISD data management plan describes who will collect data, what types will be collected and the most appropriate methods of collection:

- Data will be collected by the grant data specialist and the technology director.
- Data will include the number of students checking out devices, number of economically disadvantaged students participating, ratio of technology to students, number and titles of digital content being used, teachers using electronic devices, online courses taken by participating students, and number of students demonstrating proficiency of grade level TEKS Technology Applications.
- Data will be analyzed using Data Management and Assessment for Curriculum (DMAC) which collects, disseminates and analyzes achievement data for individual students as well as entire groups and classes.
- Data will also include surveys of teachers, PEIMS information, technology inventories, and digital content inventories.

Problems with project delivery will be identified and corrected with quality assurance activities that will take place before data collection begins. Quality control measures during and after data collections will take the form of direct staff observation, meetings, regular and frequent reviews of data. Surveys will verify data quality by asking the same questions at different points and in different ways. The process for collecting data in AISD is continuous and nonlinear, incorporating new information constantly as it becomes available and using that information for improvement. Continuous improvement processes will involve collaborative inquiry, collecting empirical data about processes and outcomes, and using insights gained from data to design these improvements.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While technology cannot replace excellent teaching, it can enrich the learning experience for students. This grant will allow AISD to expand its reach by providing students with virtual enrichment and tutoring activities through mobile devices both in and out of the classroom. The Technology Lending Program will involve all students in grades one through six. These grade levels will be furnished with additional classroom carts of tablet computers to supplement the existing devices already in use. A study recently funded by the U.S. Department of Education looked at the link between learning and an educational gaming app. The study found that after children had used the app every day for two weeks, the vocabulary of Title I children improved by as much as 31%. (*There's an App for That!*, 2014.) Each grade level will be provided with one additional cart, which syncs and charges the devices, a laptop computer which drives the management and deployment of technology applications and cases for each of the tablets. Each cart will have enough tablets for any class in that grade level to use in the classroom.

Teachers will provide recommendations for at-home work using tablets based on the individual academic needs of students. Students will be expected to access the instructional materials as well as show proof of use. As a result, this project will allow teachers to individualize learning and extend classroom instruction by directing students to specific electronic homework. This grant will allow more access to personal computing devices than our students currently have.

The AISD Technology Lending Program will leverage existing portable tablet devices at three participating campuses:

- Atlanta Middle School in grades five and six
- Atlanta Elementary School in grades two through four
- Atlanta Primary School in grade one

The grant will improve access for students significantly. Inventories of personal computing devices for these campuses before and after the grant will be:

- Before: Atlanta Middle School currently has two carts of laptops for fifth and six grade student use with a total of 60 devices. The ratio of students to devices is 4:1.
- After: The grant will provide AMS with two more carts of tablet computers for a total of 60 more devices, with a new ratio of 2:1.
- Before: Atlanta Elementary School currently has two carts of tablet computers with a total of 50 devices. The ratio is currently 7:1.
- After: The grant will provide AES three more carts for 75 more devices. The new ratio will be 3:1.
- Before: Atlanta Primary School has one cart with a total of 30 tablets, with a ratio of 4:1.
- After: The grant will provide APS with 25 more devices for a new ratio of 2:1.

Campus media centers are currently the campus managing points for these devices. This practice will continue and the media centers will be the managing check-out and check-in points for the lending program. Students and parents will be required to attend training, agree to procedures and possible penalties for damages. Insurance for major losses while on campus will be provided by the district through our property casualty risk management program. Individual losses of equipment will be the responsibility of the student and parent.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD has utilized a coordinated funding approach in all of our technology initiatives over the past seven years, including 1:1 for students and teachers, classroom technology, and infrastructure. Our 1:1 programs were provided by combined funding from Title II-D - Vision 2020 (Cycles 1 and 2), American Recovery & Reinvestment Act, Title I - Part A, Title II-D – Connections, and state technology allotment and local funding. This includes mobile devices for all students in grades seven through twelve and all teachers in kindergarten through twelve. Through combined funding and local support, we have sustained our project and have committed local funding for the future of this project. Not only do students in grades 7 – 12 have either laptops or tablet computers, all teachers in the district have laptops, and teachers in grades 7 – 12 also have tablets. All of our classrooms are truly 21<sup>st</sup> Century learning environments and our teachers use these modern tools to integrate technology into the curriculum on a daily basis. Teachers have also been provided with professional development opportunities through grant funds and we will continue to support their development with the use of technology in the future.

Technology at school is useless if not supported by a robust wireless infrastructure that is able to deliver immediate and reliable access to online resources and the Internet. In spring 2013, combined funding from AISD's Instructional Materials Allotment (IMA) and a Title II-D Connections Grant was used to expand and enhance the wireless infrastructure for technology in all of AISD's campuses. The growing demand for wireless LAN access in all of our schools required this investment of \$120,000 to update and outfit all of our campuses in order to complement classroom instruction with online applications and testing and to increase interaction between teachers and students. This wireless LAN will be adequate to provide access for the Technology Lending Program and the future.

Expensive textbook adoptions in math and science for all grade levels will be required next year. Funds from AISD's Instructional Materials Allotment for 2014-15 will be used to fund these adoptions, which will include electronic or online versions of some textbooks. We do not anticipate that any funding from the 2014-15 or 2015-16 IMA will be available for the technology lending program.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission statement for Atlanta ISD states:

*Atlanta ISD provides an exceptional education for all students in a safe learning environment that encourages them to become productive citizens no matter their destination after graduation.*

More importantly, the vision statement reads:

*Our vision is to create and nurture a systemic district-wide 21st century classroom environment that enables our learners to be successful in a global society.*

Driving all our efforts at AISD the mission and vision statements align perfectly with the lending program. AISD has been fortunate in past years to have received technology grants that enable 7<sup>th</sup> through 12<sup>th</sup> graders to participate in a 1:1 learning environment. Even though AISD has been a leader in technology acquisition in the northeast Texas area, it has been difficult to purchase technology for grades one through six. The lending program will help move those grades to the next level in instructional technology through the provision of portable handheld tablet carts. Teachers will be able to use a cart throughout a unit of study where students are in possession of a portable handheld tablet during the school day and overnight. For a well-rounded implementation, parents will be provided with technology training held four times during the school year. Goals set by the district include:

- 100% of our students will learn and improve on state and federal standards at their individual levels.
- All stakeholders will have avenues of input and ownership in making decisions that affect our mission.
- 100% of our campuses will be safe and will be maintained to ensure a conducive learning environment.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All stakeholders in AISD agree through the needs assessment process that students in ALL grade levels need access to personalized learning, that the district should provide equity in the access of technology for students, and that we need to offer immediate access to educational materials. We believe that access to technology has the ability to increase student engagement, creativity and academic achievement. Providing mobile technology to students is an important step in personalizing learning. Our needs assessment process, which included meetings with campus principals, surveys of students and teachers, informal focus groups with teachers, technology staff and media specialists, inventories of technology assets, and reviews of campus STaR charts and the AISD Technology Plan for 2013 - 2016, indicates that the greatest need for personal computing devices is in grades one through six. Additionally, this process revealed that the greatest need for Internet access at home is for economically disadvantaged students in grades seven through twelve.

Campus STaR Charts for 2012-13 show that Atlanta Primary School, which serves grades prekindergarten through one, and Atlanta Elementary School, serving grades two through five, have the greatest need for additional devices and professional development. The staff scored both of these campuses an average of 13 - Developing Tech - on Teaching and Learning. In addition, these two campuses scored 12 and 15, respectively, on Educator Preparation and Development. Atlanta Middle School scored higher on the STaR Chart due to the 1:1 initiative in grades seven and eight, but teachers surveyed in grades five and six still indicate the need for professional development. As a district, the two highest areas in the STaR Charts are Leadership, with an overall average score of 18 and Infrastructure, with an average score of 20. Our goal is to reach and maintain the Target Tech level at all four campuses on all areas of the STaR Chart.

Grant opportunities have paid for the lion's share of technology in the district. Through Vision 2020 grants, the Connections grant and the most recent TTIPS grant, classrooms in grades 7-12 have been equipped with 1:1 laptops and portable handheld tablets where students are given access 24-7. Campuses that house these grade levels have qualified for these grants, however, the primary and elementary campuses have not benefitted from grants. Inventories of technology assets, especially personal computing devices like tablets, are therefore lowest in grades one through six. The lending program will enable AISD build a strong technology integration program from the ground up.

Recommendations in Texas' Long Range Plan for Technology include the following:

- Build community support for anytime, anywhere Internet access through collaborative planning, education, public information and other means.
- Strive to achieve and maintain a personal computing device ratio of 1:1 for both students and professional educators.

With these recommendations in mind, AISD will make a giant step forward in moving to a district-wide 1:1 implementation. Although portable handheld tablet carts will be checked out by teachers for a period of time, students entering the 7<sup>th</sup> grade will have enough experience and familiarity with the tablet computer so that instruction may be accelerated in foundation curriculum courses.

Parents need and want to be more involved in their students' use of loaned devices and say they need training to properly do so. Through the combined efforts of the 21<sup>st</sup> Century Learning Centers Afterschool Program currently operated by AISD and the Technology Lending Program, parents will be provided adult education classes in the use of tablet computers, email, Google searches and apps. We consider our parents as partners in teaching our children. Getting parents involved can only enhance our efforts to prepare our students for the future. AISD Deputy Superintendent Sidney Harrist, said *"This grant is really not about the technology. It's not about the devices. It's about changing the culture of instruction - preparing students for their future, not our past."*

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the Center for Applied Research in Educational Technology, technology can improve student performance in the following ways:

- Technology improves student performance when the application directly **supports the curriculum** objectives being assessed. In other words, technology is most effective when integrated with curriculum content.
- Technology improves performance when the application is **integrated into the typical instructional day**. This finding supports classroom and content learning with technology as opposed to lab learning with technology.
- Technology improves performance when the application provides opportunities for students to design and implement projects that **extend the curriculum content** being assessed by a particular standardized test. Student-created products, multimedia, and video streaming are examples of how technology can extend curriculum content.

Keeping that research in mind, the technology lending grant will enable teachers at the middle, elementary and primary campuses to use tablet computers to involve the students in taking in and processing information, making sense of ideas and expressing learning. Technology tools will be used to support good instruction and personalize learning environments.

Currently, the Atlanta Middle, Elementary and Primary campus teachers use a TEKS based curriculum in the foundation areas of English language arts, math, science and social studies. Classrooms on both campuses are equipped with interactive whiteboards, document cameras and at least two desktop computers. Students are allowed very limited use of the desktop computers on a rotation basis. Both campuses utilize two computer labs to cover both the technology applications TEKS and the foundation TEKS, however a student is allowed only two forty-five minute sessions per week in the lab. The addition of table computers will enhance the teacher's efforts to integrate technology into the existing curriculum.

Research by Cathleen Norris shows that data from the 1:1 use of mobile devices clearly demonstrates that when students use their devices as essential tools for learning, using a broad range of apps for between 50 to 75 percent of the day, and outside class, then and only then does student achievement increase. Tapping the unique powers of these devices unleashes neurocognitive-learning capabilities in the brain that aren't often used during traditional classroom instruction. The lending program would allow all students in the classroom full access one-on-one with these lightweight devices that have high-definition screens. Teachers will be given opportunities to check out classroom carts for a unit of study and students will be able to take the portable handheld tablet home to complete their assignments.

When considering classroom management policies and/or practices it must be noted that it is time for the role of the teacher to change. North Central Regional Educational Laboratory (NCREL) advises that technology influences learning in these three ways:

1. Technology drives change. As a result, success in society will require skill sets in the 21<sup>st</sup> century significantly different from those of the past.
2. Technology serves as a bridge to more engaging, relevant, meaningful, and personalized learning, all of which can lead to higher academic achievement.
3. Technology provides a platform for using timely and relevant data to shape personalized learning.

Students with portable handheld tablets must have just as much access to knowledge as the teacher, and maybe more. Their perspectives do not have to be limited by a myopic and narrow textbook viewpoint, or a rigid standardized test framework. Teachers no longer need to be the sole presenters of content. This is truly a paradigm shift in how teachers interact with students who are learning. We envision our teachers becoming experts who are inspiring good questions from students, teachers who are masterful at channeling student interests in productive ways, and teachers who constantly assess student learning and provide critical feedback.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are integrated into the regular TEKS based curriculum. For example, the fifth grade science teacher might introduce a unit on bacteria using teaching videos from Brain Pop. The online product, iStation is used to provide reading comprehension activities, and IXL Math is an excellent product to help cover the math TEKS at the middle school. The high school campus uses state-of-the-art products that help create almost a paperless system for assignments through eBackpack and Teacher Spring. Writing teachers utilize Pages for essay writing and use [www.turnitin.com](http://www.turnitin.com) to check for plagiarism. Students on both campuses have access to multiple online databases, like EBSCO and NetTrekker whereby they are able to conduct research quickly and easily on their portable tablet devices. AISD's teachers are not interested in animations and game like apps. Instead, the tablets will be used as video cameras, audio recorders, and multimedia notebooks of individual students' creations. Teachers will be using the devices to capture moments and tell stories about the students' experiences in school. Instead of just focusing on what comes out of the tablet teachers will be focused on what goes into the tablet.

Through careful planning and support from the district's board of trustees, teachers in grades seven through twelve are equipped with laptops and with tablet computers. Teachers also use the *Air Server* app to wirelessly project their tablet onto the classroom screen. Classrooms are all equipped with mounted projectors, interactive whiteboards and Internet access. All students at the high school have a laptop and all students in grades 7 and 8 have tablet computers. Lessons that integrate the use of technology with electronic instructional materials are prevalent in each of the foundation curriculum subject areas on both campuses. Continued and consistent use of technology is a required element of the teacher's evaluation on the campus walkthrough document.

Teachers in grades one through six have not been able to procure as much technology equipment as the middle and high school; however, they have some portable tablet carts for classroom use, presentation stations and interactive whiteboards. With the lending grant, we will build capacity in our younger students by working to get them college and career ready with tablet computers that will be accessed on a checkout basis. The devices provided by this grant will supplement and leverage the existing devices and together, will provide a functional lending program that has equitable access by all students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD is a small 3A school district with severe budgetary restraints. Technology innovations and extensive training in the district would not have been possible without grants and creative funding. With the previous grant awards through Connections and Vision 2020, Cycle 1 and 2, teachers at the middle and high school have received extensive training; however, the primary and elementary teachers have had very little. Primary and elementary teachers have been trained in the use of interactive whiteboards, Google tips and tricks and the use of apps in the classroom. During the first three months of the grant, additional training will be provided in instructional strategies using tablet computers that will include the use of photos, movies and presentation resources that will be integrated into content delivery in the foundation curriculum areas. Classroom teachers have the innate ability to participate in shared learning experiences where they learn from each other and share successful resources and strategies. Together teachers will build a database of available apps and websites that complement the TEKS in their grade levels and subject areas.

According to researcher Rolf K. Blank, multiple professional learning activities are most effective. Not all training needs to be delivered in a "sit and get" setting. Teachers often learn from each other in shared learning experiences where several teachers draw on each other's strengths and talents. By the same token they need opportunities to attend technology trainings at the service center and to attend technology conferences to learn strategies from other districts. With the use of PD360 videos, in-house peer trainings and book studies, teachers will have several opportunities to create professional learning networks and hone their technology skills. This multifaceted approach to professional development is essential for teachers to learn, retain and sharpen their technology integration skills.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wireless technology in AISD is supported by a robust wireless infrastructure that is able to deliver immediate and reliable access to online resources and the Internet. In spring 2013, combined funding from AISD's Instructional Materials Allotment (IMA) and a Title II-D Connections Grant was used to expand and enhance the wireless infrastructure for technology in all of AISD's campuses. The growing demand for wireless LAN access in all of our schools required an investment of \$120,000 to update and outfit all of our campuses in order to increase interaction between teachers and students and complement classroom instruction with online applications and testing.

Every campus has a local area network primarily composed of 1000 Mbps Ethernet and a strong switch environment. Also, every campus is interconnected by single mode fiber that is used to provide access to campus, district and Internet resources for every classroom, office and library throughout the district. Anticipated usage of devices provided by the grant will have sufficient infrastructure to support all participating campuses.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Residential Internet access for economically disadvantaged students was considered extensively during our needs assessment process. An April 2014 survey of our secondary students revealed that 24% of them do not have home Internet service either because the service is not available or too costly. Our study of availability in our area showed that a viable option for providing home Internet access does not exist within our school district that provides consistent, widespread, reliable coverage. AISD is located in extremely rural northeast Texas and covers a large area of over 250 square miles. Unfortunately, only a few vendors offer this service in our area and none of those will serve all homes in our district. Another problem is affordability. The high cost of about \$38 per month per hotspot combined with unreliable service makes this unrealistic at this time. We will continue to explore every avenue to meet this need for our economically disadvantaged students, including seeking out Internet service providers, discussing our options for reliable and affordable coverage and requesting discounted services.

Until this can be provided, AISD currently works around this issue by providing students with time to download homework assignments before and after school. Also, we provide time to download online content while at school. We have an outstanding afterschool program that operates on our campuses four days per week before and after school, providing increased opportunities for students to use the Internet. In addition, the wireless coverage of our schools extends outside the buildings where we have seating areas for after-hours use by students.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has a tremendous asset in our Technology Department. Led by Ben Rice for the past eight years, our tech department has successfully deployed and maintained thousands of devices. Mr. Rice holds a bachelor's degree in Network and Communications Management from DeVry University and numerous technology certifications. The department has built capacity within the team by providing training and certification time. Today, several members of the staff hold numerous certifications, including Apple Certified Macintosh Technician and iOS Certification for iPad.

Together, Mr. Rice and his staff adequately maintain, image and deploy over 800 laptops, 700 tablet computers, many classroom technology devices such as smart projectors and document cameras, over 600 desktop computers, and numerous other devices. In addition, they maintain our networks, servers, and VOIP phone systems on a daily basis.

Equipment purchased with grant funds will include a two year warranty with covers all parts and two screen replacements per device. Apple certified tech staff in AISD will perform repairs that are not covered under warranty. Equipment provided with the Technology Lending Grant will also be deployed and maintained by the AISD Technology Department, who has the ability and a proven record of maintaining all school technology equipment in proper working condition.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all participating campuses, the administration of the technology lending program will be managed by the campus libraries. The libraries currently serve in this role for our 1:1 program. Below is an outline of the services the campus libraries will provide in the lending program:

**Checking out**

- Priority for check-out in case of a conflict will be given to the economically disadvantaged student. The library will obtain this information from the school cafeteria, which maintains a current list at all times of students qualifying for free and reduced price meals.
- The librarian will demonstrate that the unit is operational before checking out to a student.
- Students and parents must sign a *Technology Lending Agreement* with the school. The lending agreement will cover all aspects of the program, such as responsible use, care, instructions for connecting to home internet, downloading of apps, possible fees in case of damage, and others.
- Number of days to be lent will be covered in a written agreement.
- Students must demonstrate mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications TEKS before checking out devices.

**Checking in**

- The librarian will examine and test the unit upon return by the student before checking out to another student. Students will sign that they have returned the unit in good working order.
- If the unit is damaged or not working, the library will notify the parent by a phone call or letter immediately. A statement of fees assessed will be prepared and communicated to the parent and student.
- The technology department will be notified to pick up the unit for repairs.
- Procedures in case of unreturned equipment will include phone calls, certified letters, and police reports, if needed.

**Training**

- Parents/guardians will be trained in the use and care of the equipment at an informational meeting at the beginning of the school year.
- Additional training will also be provided by the ACE Afterschool Program for those wishing to further their skills in technology.

**Classroom use**

- Teachers will schedule the use of the equipment with the library. To use the carts in the classroom teachers will demonstrate knowledge of use and care of the equipment by attending training.
- Apps will be deployed only by the library or the technology department. Teachers may request new apps but are not allowed to add them to the tablets.
- Apps must be purchased through the school's Volume Voucher Program by issuing a purchase order.
- iTunes cards are not allowed to be purchased with school district funds.

**Maintenance**

- All equipment will be included in the AISD Technology Department inventory and management software.
- At least annually, the AISD Technology Department will image the devices.
- All maintenance and repairs of the devices will be the responsibility of the technology department.

These procedures will be continually monitored and adjusted as necessary during the term of the grant. The goal of this process is to ensure equitable access for all students, to ensure that performance measures can be collected and reported to TEA, and to warrant proper care for the life of the equipment.

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Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AISD Technology Department will maintain an inventory of equipment purchased with grant funds in the same manner that all other equipment is inventoried in the district. The inventory will comply with TEA's Financial Accountability System Resource Guide as well as AISD Board Policy CFB (Local) and will include the funding source, date purchased, name, classification and location of each equipment item, condition of each item and use and the actual or estimated replacement cost. Equipment is inventoried at least annually and is also monitored by the JAMP asset management system. JAMP is an automated inventory system with the ability to detect the location of assets when connected to the district's network. Lost or stolen items can often be recovered quickly with this method. An additional safeguard on the equipment will be etched identification on the inside of the equipment, which is a standard practice in AISD.

Insurance will be provided in the event of major losses occurring on school premises such as a storm or fire through the AISD property casualty risk management program. Losses of individual devices are less than the insurance deductible and are the responsibility of the student and parent.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past seven years, AISD has carefully crafted and adjusted our *Responsible Use Policy, Guidelines and Expectations and Damage Assessment* forms and processes. Items covered by these agreements include, but are not limited to the following: acceptance of responsibility, use and care of equipment, understanding that if lost or stolen, legal authorities must be notified (police and school), agreement that parent/student is responsible for costs associated with damages or loss, list of fines assessed for damaged or lost equipment, and understanding that failure to follow guidelines and policies may result in suspension of use. Our existing agreement will be replaced by a new *Technology Lending Agreement*. In addition to the terms listed above, this agreement will include:

- Purpose of the project
- Issuance and return procedures
- Installed applications and file management on shared devices
- Parent guide for digital safety and expectations

Each media center in AISD has a trained media specialist on staff that will develop an assessment of TEKS-based standards to ensure that the student has mastered appropriate training before checking out the device. In addition, the campus media specialist will prioritize the lending process. Students that are economically disadvantaged will be given first priority. Check out will be limited to one night during the week and two nights during a weekend. Holiday lending will be on a case by case basis, determined by the campus media specialist in conjunction with the teachers. Scheduling conflicts will be resolved by the campus principal. With the *Technology Lending Agreement*, all of the pieces will be in place for the digital natives of AISD to explore the world with state-of-the-art technology both at school and at home.

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